



How Has Protocol 16 of the Learned Elders of Zion Made Brainwashing through Education a Current Reality?

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The Protocols of the Learned Elders of Zion is a document that outlines a sinister plan by a secret group for global domination. It is believed to have been written in the late 19th or early 20th century by a group of influential individuals of Jewish origin, often associated with the Illuminati, a secret organization aiming for global domination. While the authorship has always sparked debates, its content remains a critical examination of the globalist agenda and its potential connection to the rise of the Antichrist. As Christians devoted to discerning the truth and protecting our faith, it is crucial to be aware of the spiritual and worldly battles that seek to influence our hearts and minds. Protocol 16, one of its 24 protocols, titled "Brainwashing," outlines a plan to control and manipulate educational systems to subvert independent thought and promote a specific agenda. Let us explore some key provisions of this protocol and understand its implications for today's world.

The Premise of Protocol 16: Emasculating Universities

Protocol 16 begins with a bold declaration to destroy all collective forces except those of the conspirators by targeting universities. The text states:

"In order to effect the destruction of all collective forces except ours we shall emasculate the first stage of collectivism - the UNIVERSITIES, by re-educating them in a new direction. THEIR OFFICIALS AND PROFESSORS WILL BE PREPARED FOR THEIR BUSINESS BY DETAILED SECRET PROGRAMS OF ACTION FROM WHICH THEY WILL NOT WITH IMMUNITY DIVERGE, NOT BY ONE IOTA."

This provision suggests a deliberate effort to control university officials and professors through secret programs, ensuring they adhere strictly to the agenda. Historically, universities have been bastions of independent thought and critical inquiry. However, the infiltration of ideological indoctrination has been observed, particularly in modern times where certain ideologies dominate academic discourse, stifling dissent and alternative viewpoints.

Exclusion of Political and State Law Education

The protocol continues: *"We shall exclude from the course of instruction State Law as also all that concerns the political question. These subjects will be taught to a few dozen of persons chosen for their pre-eminent capacities from among the number of the initiated."*

By excluding critical subjects like State Law and political science from general education, the authors aim to prevent the masses from understanding and questioning the structures of power. Instead, this knowledge is reserved for a select few, creating a class of elites who are well-versed in governance, while the general populace remains ignorant. Additionally, academic progression requirements have often been relaxed, making it easier for individuals to advance without gaining a deep understanding of critical subjects. This tactic is evident in contemporary educational trends where practical knowledge and critical thinking are often deprioritized in favor of more controlled and sanitized curricula. People are trained to think within a specific framework that aligns with the group's agenda, with criticism polarized in one direction. This ensures that individuals are not ready to challenge the status quo but rather align with global trends, furthering the agenda of those in control.

Erasing and Rewriting History

One of the most alarming aspects of Protocol 16 is the manipulation of historical knowledge: *"We shall erase from the memory of men all facts of previous centuries which are undesirable to us, and leave only those which depict all the errors of the government of the GOYIM."*

This provision highlights an effort to rewrite history to serve the agenda of the conspirators. The rewriting and selective presentation of history are not new phenomena. Throughout history, regimes have manipulated historical narratives to legitimize their rule and suppress opposition. For example, in Nazi Germany, Joseph Goebbels controlled media to ensure it followed the Nazi party line, rewriting history to fit their agenda. Today's academia also contains manipulated knowledge which can hardly be identified. Examples include the narrative on climate change, which is human-engineered, and the problem-reaction-solution approach that continues to shape global challenges, plotting a rationale for global governance. In today's digital age, the control of information and historical narratives is even more pervasive, with media and educational institutions playing significant roles in shaping public perception. Governments like those in Russia and China continue to exert significant control over major news outlets to propagate state-approved narratives and suppress dissent.

Education as a Tool for Obedience

The protocol emphasizes transforming education to produce obedient citizens: *"We shall make out of the youth obedient children of authority, loving him who rules as the support and hope of peace and quiet."*

This notion is clearly demonstrated by the increasing centralization of educational systems, the alignment of nations with global trends, and the methods and curriculum employed to erode independent thinking. In many societies, education systems are designed to produce compliant workers rather than independent thinkers. Centralized policies often dictate standardized curricula that prioritize conformity over critical thinking. For example, educational reforms frequently emphasize global competencies and uniform standards, which can limit local cultural expressions and critical inquiry. In today's workplace, there is a noticeable preference for compliant workers who follow established procedures over independent and knowledgeable workers who think critically and challenge the status quo. This trend is reinforced by submission to hierarchical structures, fostering an environment where questioning and innovation are often subdued. The Bible warns us about the dangers of such control, as seen in [2 Corinthians 10:5](#): *"We demolish arguments and every pretension that sets itself up against the knowledge of God, and we take captive every thought to make it obedient to Christ."*

The Abolition of Freedom of Instruction

Finally, the protocol seeks to abolish freedom of instruction: *"We shall abolish every kind of freedom of instruction."*

The freedom to teach and learn without restriction is a cornerstone of democratic societies. However, there have been numerous instances where educational freedoms have been curtailed, including much control over curriculum content, removal of independence from instructors in choosing the right content and methods of teaching, and control and inspections over unrestricted freedom. These trends manifest the desire to control and direct the intellectual growth of society, ensuring that only specific ideologies and beliefs are propagated.

Concluding Thoughts

As Christians, we are called to be vigilant and discerning, understanding the times and recognizing the tactics used to manipulate and control. [Ephesians 6:12](#) reminds us: *"For our struggle is not against flesh and blood, but against the rulers, against the authorities, against the powers of this dark world and against the spiritual forces of evil in the heavenly realms."* By exposing the strategies outlined in Protocol 16, we can better equip ourselves and our communities to resist the influences that seek to subvert our faith and independence of thought.

The strategies outlined in Protocol 16 have manifested in various ways throughout history and continue to influence modern education systems. For instance, the infiltration of Marxist ideologies in universities during the 20th century, as well as the current emphasis on social justice and identity politics, reflect attempts to reshape educational content to align with specific agendas. Moreover, the revisionist history and the promotion of politically correct narratives serve to control and direct societal beliefs and values.

In the context of generational influences, we observe that Generation Z (born between 1997 and 2012) and Generation Alpha (born from 2013 onwards) are particularly vulnerable to these educational manipulations. These generations are growing up in an era where digital and social media heavily influence their perceptions and beliefs. The educational content they consume is often curated to align with prevailing global trends, potentially impacting their ability to think independently and critically.

In conclusion, Protocol 16's blueprint for brainwashing through education is a stark reminder of the ongoing battle for control over our minds and beliefs. By understanding these strategies and remaining rooted in the truth of God's Word, we can stand firm against the forces that seek to lead us astray. Let us continue to seek wisdom and knowledge, always aligning our hearts and minds with the teachings of Christ.

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